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ABSTRACT

A program incorporating adult language competencies into adult English-as-a-Second-Language (ESL) instruction is described and evaluated. In the program, a control group of upper intermediate students was taught grammatical skills by traditional methods that do not include experience-based competencies appropriate to adult instruction. An experimental group was taught with techniques incorporating adult competencies. It was anticipated that adult students taught with adult competencies would master each skill better than the control group. The project was conducted in adult evening classes; students were primarily native speakers of Spanish and French. Post-test results demonstrated significantly better performance within the experimental group. Recommendations for inclusion of adult competencies in ESL instruction at other levels are offered. Appended materials include questionnaires used for students and teachers, pre- and post-tests with results, and a placement test. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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TEACHING ESOL TO ADULT COMPETENCIES

by

GARY A. DAVIS

A Practicum Report

submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

August, 1986

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August 25, 1986
Date

Gary A Davis
Signed

ABSTRACT

Teaching Esol to Adult Competencies

Davis, Gary A., 1986: Practicum Report, Nova University, Center for the Advancement of Education.

Descriptors: Ability Grouping/ Adult Education/ Adult Basic Education/Adult Programs/ Bilingual Education/ English (Second Language)/ English for Special Purposes/ ESOL/ Limited English Speaking/ Prior Learning/ Second Language Learning.

The author developed and implemented a program using adult-based competencies in the ESOL classroom. A control group was taught the same grammatical skills by traditional methods without including adult-based competencies. The author's purpose was to see whether the group taught with techniques which included adult competencies would master each skill better than the control group. Thus, a conclusion could be reached that teaching to adult competencies affects learning performance in a positive way.

The basic steps of the program were to identify the problem; set the objectives; plan the activities on a daily schedule; evaluate the results; and formulate plans for its continued and expanded use in the future. Post-test results demonstrated significant positive learning performance of the group taught using adult-based competencies. Appendices include questionnaires used for students and teachers, pre and post-tests with the test results, and a placement test.

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Dear Observer:

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Gary Davis has been on my staff since 1980.

I have observed him implementing the project activity which he described in the final practicum report.

Gary Davis is doing this project at the Fort Lauderdale High Adult Education program and I have seen some of his materials and observed him with interest.

Practicum Title Teaching ESOL to Adult Competencies

Student's Name Gary A. Davis

Program Site Ft. Laud. H.S. Adult Center **Date** January 8, 1986

Observer's Name Richard M. Pauletta Richard Pauletta
(please print ----------and sign)

Observer's position Principal

CHAPTER I

BACKGROUND AND PURPOSE

The author conducted this study in an adult education program under the auspices of a county public school system. The setting, south Florida, made it an ideal one for a study of this type since there were so many foreigners receiving English language instruction.

This study was conducted in the English for Speakers of Other Languages (ESOL) classes. Almost all of the students were studying English to prepare themselves to live and work permanently in the United States.

The ESOL program itself was divided into four levels:

Level I:	Non-literate beginning	(one class)
	Literate beginning	(one class)
Level II:	Lower intermediate	(one class)
Level III:	Upper intermediate	(two classes)
Level IV:	Advanced	(two classes)

Each class met Monday through Thursday evenings for three hours each evening.

The specific subjects selected all were in the Level III classes. For the purpose of this paper, I have referred to them as III A and III B. The number of students in each was about equal: III A had twenty-seven, and III B had twenty four. The students in each class were primarily Spanish or French speaking. The specific numbers were:

III A	III B
18 Spanish speaking	15 Spanish speaking
6 French/Creole speaking	7 French/Creole speaking
3 other	2 other

Forty-four percent (12 students) in III A had completed high school in their own countries, and twenty-nine percent (7 students)

in III B had done the same.

The problem with which this writer dealt was the lack of consideration given to adult competencies in the structuring of the ESOL lessons. Children study subjects that become useful in their future; however, adult learning should be more experienced centered. As shown by the tabulated results of the QUESTIONNAIRE FOR STUDENTS II (Appendix A), the QUESTIONNAIRE FOR STUDENTS I (Appendix B), interviews conducted with the ESOL instructors, twenty-four hours of classroom observations done by the author, and his years of experience in the field, adult students were not being given competency-based instruction.

The texts which were being used for teaching ESOL (Dixon's Modern American English, hereafter referred to as MAE) presented the language as an academic subject best fit for a child's learning style. This writer believed that by restructuring each of the traditional lessons presented in MAE so that it would better teach to adult competencies, students would learn more, apply it better, be more interested, and remain in the program longer.

The main objective of this study was to indicate the difference in the students' performance when techniques of teaching to adult competencies were used, and when they were not. The study was conducted over an implementation period of nine weeks (108 instructional hours).

In terms of observable behavior, it was anticipated that the class which was taught using techniques which included competencies students already had (experimental group III A) would demonstrate a higher level of grammatical and vocabulary development than the class which was taught using only the

standard lessons in MAE (control group, III B).

It was expected that the experimental group would retain at least 30 percent more of the lesson taught than the control group. The results of this would be seen in the average grades on the weekly pre/post tests. Furthermore, at the end of the implementation period, both groups would again be given QUESTIONNAIRE FOR STUDENTS II (Appendix A). It was anticipated that 85 percent of the experimental group would respond that they were learning what they thought they would, while the percentage of students in the control group who responded affirmatively would remain constant at approximately 64 percent.

CHAPTER II

RESEARCH

Much time was spent researching the relevant literature which pertains to the field of adult education. A computer search of approximately sixty titles, in conjunction with library research, was instrumental in helping this writer to formulate the particular solution strategies found in the following section.

Overall, the indisputable scholar and practitioner in the field of adult education is Malcolm S. Knowles. His book, The Modern Practice of Adult Education from Pedagogy to Andragogy, influenced this writer's perception of the adult learner. Most important for this practicum, this writer was attempting to apply Knowles' belief that "the learners perceive the goals of a learning experience to be their goals." (p. 57)

The publications of the Center for Applied Linguistics/ Language and Orientation Resource Center in Washington, D.C. also proved to be quite helpful in formulating strategy. Of their publications, four were found to be most useful:

"Teaching ESL to Adult Competencies"
"Teaching English to Speakers of Vietnamese"
"Teaching ESL in Multilevel Classroom"
"Social Adaptation of Refugees"

Each article, in its own way, recognized what this writer had observed for some time--that the problem with most academic approaches to language instruction is that such academic approaches do not provide a meaningful context for the use of language. These publications offered a variety of approaches for language instruction, but this writer

most applied their prevailing idea of applying grammar and vocabulary to perform communicative functions which are immediately relevant to adults.

Aside from the literature chosen, ways other institutions use to teach to adult competencies were examined. This writer visited and observed ESOL programs at two other adult education centers and talked with the instructors. Disappointingly, yet interestingly, both of these centers were not addressing the problem any differently, and both were in need of the same kind of help.

The solution strategy chosen was to restructure each lesson in MAE to include adult competencies. This will be quite explicit in the following section. A general skills test was devised to ensure that the students participating in this study were at the same level. (Appendix D) Furthermore, weekly pre/post-tests were made which enabled the teacher to see the progress that had been made.

The particular activities which were chosen for development all took into account adult interests, needs, and competencies which the non-native needed to acquire almost immediately in order to function in our society.

CHAPTER III
METHOD

Who was served?

As the reader knows from Chapter I, the experimental group (III A) had twenty-seven students, and the control group (III B) had twenty-four. Each group was given the ESOL Skills Placement Test (Appendix D) at the beginning and at the ending of this practicum (September 3, 1985 through November 14, 1985). In addition, each was given weekly pre and post-tests. (Appendix E). Both groups studied the same expressions, vocabulary, and grammatical constructions.

The other instructors of ESOL, the director of the adult program, and the county administrator were shown the positive results of this study.

What was produced?

The materials produced for the implementation of this practicum can all be found in the appendicies. These include the Questionnaire for Students II (Appendix A), Questionnaire for Students I (Appendix B), the ESOL Skills Placement Test (Appendix D), nine weekly pre/post-tests (Appendix E), Ideas for Interview Questions (Appendix F), and Using Question Words (Appendix G).

Student orientation

The twenty-seven students in experimental group III A and the twenty-four in control group III B were told that during the nine weeks that the course lasted they would be taught the same English skills, expressions, and grammar from the MAE book. They were told that some of the methods used to teach each skill would be different, but that each group would be tested in the same way. The particular methods used to

instruct them were not discussed. Both groups were encouraged at the outset to do their best to attend every class, and the attendance during the entire implementation period was excellent.

What happened in the program?

The critical tasks performed included introducing vocabulary and grammar to two different groups, both of which were roughly the same level. Control group III B was taught using traditional methods, and experimental group III A was taught using methods which took into accoung adult competencies. The plan was implemented over a nine week period (108 instructional hours).

WEEK 1
CONTROL GROUP III B
SKILL: PRESENT CONTINUOUS TENSE

On the first day of week one,a two-hour check test designed by this author to verify mastery of skills taught in the previous ESOL class was given. (Appendix D) On the second day PRE-TEST I (Appendix E) was administered for approximately 30 minutes. Students then did MAE 2 pp. 1--4 by first listening to the teacher and they repeating. Pages 6 and 7 were studied, and exercises A, B, and C on pp. 7--8 were done orally. The third day began by having students read the dialogue on p.6 orally. Parts were assigned to students to read, and the procedure was then repeated. Students then wrote out the exercises on pp. 1--4 of MAE WORKBOOK 2, and then the exercises were checked with the teacher. Day four began by having students write out the exercises on pp. 5--7 of MAE WORKBOOK 2. These were then checked. Students practiced making sentences

with the vocabulary on p. 7. Remaining time was spend doing GRADED EXERCISES IN ENGLISH pp. 44, 45, 46, 56, 64, 65, 66, and 67 orally. The POST-TEST for week I (Appendix E) was administered for approximately 30 minutes.

WEEK I
EXPERIMENTAL GROUP III A
SKILL: PRESENT CONTINUOUS TENSE

On day one, a two-hour check test designed by this author to verify mastery of skills taught in the previous ESOL class was administered. (Appendix D) PRE-TEST I (Appendix E) was administered for approximately 30 minutes on the second day. Students then did MAE pp. 1--4 by first listening and then repeating. Students were asked to listen for the usage of the present continuous tense in their daily activities between that class and the next class. On the third day students reviewed the formation of the present continuous tense. A discussion was held concerning the observations students had made on the usage of this tense. They were then divided into four groups having approximately four students each. The groups were selected by the teacher to include at least one very good student and one who learned more slowly. Each group was given paper and asked to "brainstorm" and make a list of approximately twenty action verbs and their corresponding present continuous form. (Here students were learning verbs which others obviously had found necessary to use in their everyday experiences.) Each student was then asked to select at least three verbs which he could demonstrate in a present continuous form in front of the class. The class then tried to guess what verb it was that the student was demonstrating. One student selected the verbs "scratch,"

"jump," and "whisper." He then performed each action in front of the class by first asking, "What am I doing now?" The class responded, "You are (scratching, jumping, whispering) now." The teacher asked a student to ask another student, "What is he/she doing now?" This was repeated to include all students. On the final day of the first week the activity from day three was repeated using volunteers. The teacher emphasized the forms of the present continuous tense in questions, statements, and negatives during the class activity. Students then did MAE pp. 7--8, exercises A, B, and C orally. The POST-TEST (Appendix E) was administered for approximately 30 minutes.

WEEK 2
CONTROL GROUP III B
SKILL: " GOING TO . . ." FUTURE

Day one began by administering PRE-TEST II (Appendix E) for approximately 30 minutes. Students then did MAE 2 pp. 22--25 by listening to and repeating the dialogues and then answering the questions on pp. 25--26. Afterwards they practiced the dialogue on p. 26. Parts were asskgned in class. On day two the structure of the "going to . . ." construction was explained. Students did exercises A, B, C, and D on pp. 27--28 orally. Next they did "General Practice" on pp. 29--30. They reviewed orally exercises A, B, C, and D on pp. 27--28 without looking at their books. They next did MAE WORKBOOK 2 pp. 15--18 and checked all exercises. On the last day of class students were assigned the exercises in MAE WORKBOOK 2 pp. 19--21. These were checked. Next students did the practice "Dialogue" on pp. 20--21 of the same text. The POST-TEST II (Appendix E) was administered for approximately 30 minutes.

WEEK 2
EXPERIMENTAL GROUP III A
SKILL: "GOING TO . . ." FUTURE

Day one began with the administration of PRE-TEST II (APPENDIX E) for approximately 30 minutes. Students did MAE p. 27 "Structure and Pattern Practice". The teacher presented the "to be going to . . . " construction, and students did the practice exercises A, B, C, and D on pp. 27--28. Students were asked to listen for this construction before coming to the next class. The next day started with a discussion of the examples students heard of "to be going to . . . " in their daily activities. The construction was again reviewed on the board. An explanation was given to the class that they were going to interview their fellow students and that they, themselves, were going to be interviewed by students. The class was divided into groups of approximately equal numbers. Each student interviewed at least one other student and was himself interviewed by one student. Papers containing suggested questions to be asked were distributed. (Appendix F) Each student reported the results of his interview to the class, making constant use of the construction "to be going to . . . ." Day three saw the continuation of presentations of the interview results. Students were encouraged to think of questions they would like to ask of the person who had been interviewed. Students were encouraged to construct such questions using " to be going to . . . ." The teacher asked each student a question using this grammatical construction on the fourth day. (Example: What are you going to do after class tonight?) Students were asked at times to respond in the positive and then in the negative. The MAE WORKBOOK pp. 18--19 exercises A, B, C, and D were done as a final review

before POST-TEST II (Appendix E) was administered for approximately 30 minutes.

CONTROL GROUP III B
WEEK 3
SKILL: PRESENT TENSE QUESTIONS WITH "DO" AND "DOES"

Day one started with the administration of PRE-TEST III (Appendix E) for approximately 30 minutes. Students then listened and repeated the exercises in MAE pp. 47--48. Afterwards they answered the questions on pp.48--49 orally, and they then did the practice dialogue on p. 52. The second day they studied "Structure and Pattern Practice" on pp. 52--54 of MAE. They were then assigned exercises A, B, C, D, and E on pp. 54--55. The emphasis the third day revolved around "Pronunciation and Intonation Practice" on pp. 55--56. The exercises on pp. 33--35 of MAE WORKBOOK were done and checked orally. The last day of the week consisted of doing MAE WORKBOOK pp. 36--37 and checking the work orally. The parts in the practice dialogue on pp. 38--39 were assigned to various students. POST-TEST III (Appendix E) was administered for approximately 30 minutes.

EXPERIMENTAL GROUP III A
WEEK 3
SKILL: PRESENT TENSE QUESTIONS WITH "DO" AND "DOES"

Day one started off with the administration of PRE-TEST III (Appendix E) for approximately 30 minutes. Students then did "Structure and Pattern Practice" on pp. 52--54 of MAE. Afterwards they did exercises A, B, C, D, and E on pp. 54--55 orally. Students were asked to listen for questions using "Do" and "Does" in conversations they heard the following

day. On the second day, the students were divided into groups of four students each. The teacher assigned the role of an occupation, object, or animal to each group. Each group knew the role assigned to the other groups, but did not know the role assigned to it. There were a total of three groups; groups II and III were told what group I was. (Some possibilities included a mechanic, an electrician, a dog, an air conditioner, etc.) Group I then asked questions of the other groups to try to determine what it was. All questions had to begin with either "Do" or "Does". This activity also generated a lot of vocabulary which the teacher wrote on the board and reviewed towards the end of class. On the third day the teacher read some of the sentences in exercises A--E on pp. 54--55 of MAE. Students then had to make questions orally. Students could not look at the book. Some of the major vocabulary generated from the previous day's activity was reviewed. The teacher made notecards on which were written the names of occupations, animals, and things. These cards were taped on selected students' backs. Everyone in the class knew what the student was except the student himself. He then asked questions of the other students using "Do" and "Does" to try to determine what he was. On the final day of the week the students wrote out exercises C and D on pp. 36--37 of MAE WORKBOOK then checked them on the board. POST-TEST III (Appendix E) was administered for approximately 30 minutes.

CONTROL GROUP III B
WEEK 4
SKILL: ORDINAL NUMBERS

PRE-TEST IV (Appendix E) was given on day one for approximately 30 minutes. After that students did exercises C and D in MAE

on pp. 50--51. Students made a list of cardinal and ordinal numbers from 1 to 100. On the second day the class did MAE p. 57 "General Practice" and exercises C and D on pp. 61--62. The following class consisted of the exercises on pp. 67--68 of MAE. Then students did pp. 72--73 "Listen and Repeat" and p. 88 "General Practice." On the last day the class did exercis 2 on p. 92 of MAE. They reviewed pp. 61--62 and 67--68 orally. Students did not use their books. POST-TEST IV (Appendix E) was administered for approximately 30 minutes.

EXPERIMENTAL GROUP III A
WEEK 4
SKILL: ORDINAL NUMBERS

Day one began with PRE-TEST IV (Appendix E) for approximately 30 minutes. Ordinal numbers were introduced using MAE pp. 50--51. Beginning at one side of the room, students were asked to count what number they were using ordinal numbers. (The first student responded, "I am the first student." The second said, "I am the second student," etc. After going around the room, the teacher began at the other side, the middle, etc., and repeated this activity. The second day students were asked to think of approximately ten activities they did when they got up in the morning or when they arrived at work. They had to sequence them and be prepared to tell the class their activities. They had to use ordinal numbers throughout. The third day students were put into groups of approximately four each. Each group was given three activities for which they were to use ordinal numbers when writing instructions which showed how to perform the activity. The activities for each group ranged from easy to difficult. Some possibilities

included how to make toast, how to place a call using a pay telephone, how to wax a car, how to tie a shoe, etc. After the students finished, each group presented, explained, and discussed its set or sets of instructions with the other groups. On day four, group presentations not completed from the previous day were finished. All students were given the same assignment to sequence using ordinal numbers. This was then the basis of a class discussion and comparison. POST-TEST IV (Appendix E) was administered for approximately 30 minutes.

CONTROL GROUP III B
WEEK 5
SKILL: QUESTIONS WITH QUESTION WORDS

The class started with the administration of PRE-TEST V (Appendix E) for approximately 30 minutes. Transformations required when using a question word were reviewed using pp. 53 and 64 of MAE. The class did p. 55 exercise D and pp. 65--66 exercise C. The next day students did the teacher made worksheets. (USING QUESTION WORDS, Appendix G) Students were asked to write their answers on the blackboard. The class then checked them. On day three students did and checked GRADED EXERCISES IN ENGLISH pp. 23, 24, 30, 59. and 157. The last day students did exercise C of MAE WORKBOOK p. 43, exercise f on p. 62, exercuse C on p. 68, and exercise E on p. 75. POST-TEST V (Appendix E) was administered for approximately 30 minutes.

EXPERIMENTAL GROUP III A
WEEK 5
SKILL: QUESTIONS WITH QUESTION WORDS

On the first day PRE-TEST V (Appendix E) was administered for

approximately 30 minutes. The transformations required when making questions with question words were presented using MAE pp. 53 and 64. Students did the teacher made worksheet (USING QUESTION WORDS, Appendix G) and wrote their answers on the blackboard. Students were asked to listen for questions which use question words in the conversations they would hear the following day. The second day students were asked about any observations they had made about question formation using question words. Students were then put into groups of approximately four each. Each group was given two large pictures (18" x 24"). Each picture was of a different setting; however, each setting was rather "busy" with people doing different activities. Each group was asked to write ten questions using question words. The questions had to refer to the pictures and be grammatically correct. Also, no two questions could start with the same question word. As students did this activity, the teacher circulated around the room to help groups structure their questions correctly. The following day each group went before the class, showed its pictures and asked its questions. The class then studied the pictures and attempted to answer the questions. On the last day students were given 45 minutes to think of five questions using question words which an employer or landlord might ask in an interview. These questions were then presented and discussed by the rest of the class. POST-TEST V (Appendix E) was administered for approximately 30 minutes.

CONTROL GROUP III B
WEEK 6
SKILL: "BE"--PRESENT AND PAST TENSE

The week started with the administration of PRE-TEST VI

(Appendix E) for approximately 30 minutes. Students then did "Listen and Repeat" exercises A and B orally on pp. 69--72 of MAE. Then the class went over the dialogue on p. 74 and changed parts. Day two found the students studying "Structure and Pattern Practice" on pp. 74--75 of MAE. They did exercises A, B, C, D, and E on pp.76--77 orally. All exercises in MAE WORKBOOK pp. 47--50 were done and checked. Day three students orally did "Pronunciation and Intonation" on pp. 77--78 of MAE. They next wrote out and checked exercises A, B, C, and D of MAE WORKBOOK pp. 50--51. Finally, students did "Reading and Conversation Practice" orally and practiced the dialogues on pp. 51--53 of MAE WORKBOOK. POST-TEST VI (Appendix E) was administered for approximately 30 minutes.

EXPERIMENTAL GROUP III A
WEEK 6
SKILL:"BE"--PRESENT AND PAST TENSE

On the first day PRE-TEST VI (Appendix E) was given for approximately 30 minutes. The teacher then presented the skill by going over "Structure and Pattern Practice" on pp. 74--75 of MAE. Exercises A, B, C, D, and E on pp. 76--77 were done orally. The following day the teacher began the lesson by writing the following topics on the blackboard:

MONEY
HEALTH
EMERGENCIES
PERSONAL INFORMATION
FOOD (SHOPPING)
HOUSING

The teacher selected one of these topics and asked students to think of possible questions about that topic using the

present and past tense of BE. Students were then divided into groups of approximately four each. Each group was asked to come up with a dialogue of its own which used four speakers who discussed one of these topics. No two groups were permitted to use the same topic. Someone in each group was responsible to write down the dialogue. These dialogues were then photocopied for use the following class. The next class started with the distribution of the photocopies of each group's dialogues. Students had an opportunity to practice one another's dialogues. A discussion centering on other questions which might have been asked was conducted. Vocabulary generated from the previous two days' activities was reviewed on the fourth day. GRADED EXERCISES IN ENGLISH pp. 1, 2, and 18 were done orally. POST-TEST VI (Appendix E) was administered for approximately 30 minutes.

CONTROL GROUP III B
WEEK 7
SKILL: FUTURE TENSE WITH "WILL"

PRE-TEST VII (Appendix E) was administered for approximately 30 minutes on day one. "Reading and Oral Practice" on pp. 93--98 of MAE was done orally. Students then practiced the dialogue on p. 98 and changed parts. "Structure and Pattern Practice" on pp. 99--100 of MAE was gone over the second day. Exercises A, B, C, and D on pp. 100--101 were done. "Pronunciation and Intonation Practice" on pp. 101--102 were also assigned. On the third day the class did MAE WORKBOOK pp. 65--70 by doing exercise A orally and writing out exercises B, C, and D. The class then did "Reading and Conversation Practice" orally. On the last day of class students reviewed the

dialogues found on p. 70 of MAE WORKBOOK orally. They then did GRADED EXERCISES IN ENGLISH pp. 36, 37, and 38 by writing them out. POST-TEST VII (Appendix E) was administered for approximately 30 minutes.

EXPERIMENTAL GROUP III A
WEEK 7
SKILL: FUTURE TENSE WITH "WILL"

PRE-TEST VII (Appendix E) was administered for approximately 30 minutes the first day. Then the class went over "Structure and Pattern Practice: on pp. 99--100 of MAE emphasizing the linguistic transformations needed to place the modal will in a sentence. The difference in meaning and usage of the future with "TO BE GOING TO . . ." and the future with "WILL" was explained. Students were asked to listen for the use of "WILL" as opposed to "TO BE GOING TO . . ." in the conversations they heard the following day. The next class began with a discussion about any observations students had made. The contraction "WON'T" was reviewed. Students were then divided into groups of approximately four each. An explanation was given to students that they were going to prepare an oral presentation of a weekly weather forecast. Each group was assigned a different season so as to make the presentations as varied as possible. Students were told to use "WILL" as much as possible in their forecasts, both in the negative and affirmative forms. The third day of class allowed time for each group to present its forecast to the class. Students were encouraged to ask questions using the future with "WILL" of these "weathermen." MAE WORKBOOK pp. 65--70 were used the last day of class. Students wrote out answers for exercises B, C,

and D and checked them orally. POST-TEST VII (Appendix E) was administered for approximately 30 minutes.

CONTROL GROUP III B
WEEK 8
SKILL: MODALS

PRE-TEST VIII (Appendix E) was administered for approximately 30 minutes the first day. The class then did "Reading and Oral Practice" on pp. 103--107 of MAE. The meanings of CAN, MAY, MUST, and SHOULD were stressed. The students then practiced the dialogue on p. 108 and changed parts. MAE pp. 108--110 "Structure and Pattern Practice" was read and explained the next day. Students did exercises A, B, C, D, E, and F on pp. 110--112 orally. Day three began with MAE WORKBOOK pp. 71--74 "Vocabulary Study" exercises A, B, and C. Students wrote the answers out for exercises A, B, C, D, E, and F on pp. 74--75. These were then checked with the teacher. MAE WORKBOOK pp. 74--75 exercises A, B, C, and D were done orally the last day. Students did not look at their books. Next "Reading and Conversation Practice" on pp. 76--77 was done. POST-TEST VIII (Appendix E) was administered for approximately 30 minutes.

EXPERIMENTAL GROUP III A
WEEK 8
SKILL: MODALS

PRE-TEST VIII (Appendix E) was given for approximately 30 minutes on the first day. Next students did "Structure and Pattern Practice" on pp. 108--110 of MAE. The modals CAN, MAY, MUST, and SHOULD were listed and beside them were written their meanings: ABILITY, PERMISSION OR POSSIBILITY, NECESSITY, and

OBLIGATION. Students were asked questions which employed these modals such as:

> Can you play the piano?
>
> Should you play the piano at 3:00 AM if you live in an apartment?

Students were then asked to listen for these words in the conversations they heard the following day. On day two a short discussion on student observations on the use of these modals began the class. Students were then put into groups of approximately four each. Each group was asked to come up with five sentences using CAN, five using MUST, five using SHOULD, and five using MAY which applied to a place of their choosing. The teacher suggested possible places such as the workplace, a church, a school, etc. A student was selected from each group to make a list of the sentences for the place they had chosen. These lists were photocopied and distributed the following class. During that class a discussion centering on the suggestions was conducted. The teacher asked questions using the negative and question forms of these modals. On day four vocabulary generated from the previous days' activities was reviewed. Students were then asked to do exercises A, B, C, and D of MAE WORKBOOK pp. 74--75 orally. POST-TEST VIII (Appendix E) was administered for approximately 30 minutes.

CONTROL GROUP III B
WEEK 9
SKILL: COMPARISON OF ADJECTIVES AND NOUNS

On the first day, PRE-TEST IX was given for approximately 30 minutes. Next students did MAE pp. 114--117 "Reading and Oral Practice" and went over it orally with the teacher. They

then did the dialogues on pp 119--120 orally and cnanged parts. The second day students studied MAE pp. 120--121 "Structure and Pattern Practice". Then then did exercises A, B, C, and D on pp. 121--122 and also "Pronunciation and Intonation Practice" on p. 123. All exercises on pp. 71 and 72 of REGENTS ENGLISH WORKBOOK were done and checked. The following day students did "Vocabulary Study" on pp. 78--81 of MAE WORKBOOK orally. Exercises A and B of "Structure and Pattern Practice" were written out. The fourth day students did MAE WORKBOOK pp. 82--84 "Reading and Conversation Practice" and the dialogues. POST-TEST IX (Appendix E) was administered for approximately 30 minutes.

EXPERIMENTAL GROUP III A
WEEK 9
SKILL: COMPARISON OF ADJECTIVES AND NOUNS

Day one began with the administration of PRE-TEST IX (Appendix E) for approximately 30 minutes. Students went over "Structure and Pattern Practice" on pp. 120--121 of MAE. Exercises A, B, C, and D on pp. 121--122 were done orally. Students were asked to listen for the comparative forms in conversations they heard the next day. On day two observations students had made about the use of the comparative degree were discussed. Each student in the class was asked to think of two sentences comparing people or things he saw in the classroom with one another. Students asked one another about their observations. On the following day, the class prepared to take a 40 minute walk around the school to observe. Students were asked to take down notes on things they saw so that they could write sentences using the comparative degree when they returned.

After stopping in the library, the auditorium, the gymnasium, the office, the shop, and the cafeteria, students returned to the classroom and wrote approximately ten sentences using the comparative degree. These were then shared with the class. On day four the class finished going over the sentences from the previous class. Students wrote out answers for exercises A and B of MAE WORKBOOK pp. 81--82. POST-TEST IX was administered for approximately 30 minutes.

CHAPTER IV
RESULTS

The stated objective of this project was to prove that adults who are learning English as a second language would be able to demonstrate a higher level of grammatical and vocabulary development if the instructor taught them using techniques which included adult competencies. The methods used were to teach two similar groups of foreign students, a control group and an experimental group, using traditional teaching techniques with the first and techniques which included adult competencies with the latter.

A simple method of testing was devised so as to allow each student to see his progress quickly and often, to reinforce his good feelings about his progress. This method was nine weekly pre/post tests (Appendix E) which tested that week's skill. These tests were easy for the teacher because they were clear; each tested only one skill; the same test was used as the pretest as well as the post-test; they could be graded easily and used as a final review; and they gave each student immediate feedback so as to allow him to gauge his progress.

As was stated at the initiation of this project, this writer felt from his years in the classroom, the observations he made at various centers, and questionnaires which were completed by the students involved that a restructuring of the lessons presented in MAE would bring a positive result in the range of thirty percent. A complete breakdown of each week's results can be found in Appendix H; however, the final

percentage of improvement between those students who were instructed using methods which included adult competencies and those students who were instructed with the traditional approach to language study as presented in MAE was 33.1 percent. This brings this writer to the conclusion that these findings are too important to be ignored, and that the adult learner is being dealt a disservice if this information is not made known to ESOL teachers.

At the conclusion of the course both groups were again given QUESTIONNAIRE FOR STUDENTS (Appendix A). As was expected, the percentage of students in the control group (III B) who responded that they were learning what they thought they would remained constant at 62 percent; whereas, those in the experimental group (III A) who responded affirmatively increased to 87 percent.

CHAPTER V
RECOMMENDATIONS

Because the results of this study were so positive for the adult learner, this author makes the following recommendations:

1. Inservice training programs should be set up to train educators in the methods of teaching adults using adult competencies.

The teachers at the center where this study was conducted, as well as the teachers at the two centers that this writer visited, were given an opportunity to peruse the results of this project. They agreed that this was a useful study that could be implemented in their individual classrooms.

2. The teaching of ESOL taking adult competencies into consideration should be expanded to all levels of ESOL instruction.

This study was conducted on the third level of a four level ESOL program. There is no reason why the ideas and methods used herein could not or should not be extended to levels one, two, and four.

3. More tests, activities, and projects which apply adult competencies in the classroom need to be devised.

Related to expanding this study into the other levels of ESOL, a committee of interested ESOL instructors needs to sit down and create the necessary material to allow competency-based instruction to expand to the other levels of ESOL instruction as well as giving the teachers who teach level three more materials and ideas to work with. In planning the activities for this study, the author deliberately kept them simple enough that they are virtually without cost and can be used

in many varied classroom settings.

4. The ideas developed herein to more effectively teach ESOL using adult competencies should be expanded to other adult education courses where they are applicable.

This author strongly suspects that much of what had been proved in this study would be directly transferable to other adult education courses. There is every reason to believe that other Adult Basic Education courses would benefit immensely were someone to apply some of the ideas used in this study to other content areas.

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APPENDIX A

QUESTIONNAIRE FOR STUDENTS II.

1. Do you like your English class?
   _____ yes
   _____ no

2. Are the hours your class meets convenient for you?
   _____ yes
   _____ no

3. Do you like your teacher?
   _____ yes
   _____ no

4. Are you learning what you thought you would learn?
   _____ yes
   _____ no

5. What is your favorite part of the lesson each night?
   _____ reading the lesson
   _____ writing the exercises from the lesson
   _____ conversation
   _____ practicing skills from previous lessons
   _____ other

CUESTIONARIO PARA LOS ESTUDIANTES II.

1. ¿A usted le gustan sus clases de inglés?
   _____ si
   _____ no
2. ¿Para usted, es conveniente el horario de clase?
   _____ si
   _____ no
3. ¿A usted le gustan los libros que está usando?
   _____ si
   _____ no
4. ¿Está usted aprendiendo loque esperaba aprender?
   _____ si
   _____ no
5. ¿Cuál es su parte favorita de la lección cada noche?
   _____ Estudiando la lección
   _____ Escribiendo los ejercicos de la lección
   _____ La conversación
   _____ Repasando lo que aprendí en lecciones anteriores
   _____ Otra razón

QUESTIONNAIRE POUR LES ETUDIANTS II.

1. Aimez-vous votre classe d'anglais?
   _____ oui
   _____ non
2. Les heures de classe vous conviennents-elles?
   _____ oui
   _____ non
3. Aimez-vous les livres qu'on utilise?
   _____ oui
   _____ non
4. Apprenez-vous ceque vous pensiez que vous apprendriez?
   _____ oui
   _____ non
5. Quelle est votre partie preferée de la lecon de chaque soir?
   _____ devoirs ecrits
   _____ étude sur la lecon
   _____ conversation
   _____ revision sur les lecons precedentes
   _____ autre chose (Expliquer sur verso.)

APPENDIX B

QUESTIONNAIRE FOR STUDENTS I.

We want to continue to improve and develop our English program. Please respond to the following questions and mail back this survey in the envelope provided.

1. How well do you feel you were learning English in our program?
   _____ very well
   _____ average
   _____ poor

2. How well do you feel your teachers were teaching?
   _____ very well
   _____ average
   _____ poor

3. What problems did you see in your classroom?
   _____ Teacher spoke too much in Spanish/French.
   _____ Teacher used the book too much.
   _____ Material taught was not meeting my needs.
   _____ Breaks were too long.
   _____ Other (Please explain on the back.)

4. Why did you quit coming?
   _____ New work hours conflicted with class time.
   _____ Family obligations changed.
   _____ I did not feel I was learning enough.
   _____ Other (Please explain on the back.)

5. Do you attend classes at another school?
   _____ Yes
   _____ No

CUESTIONARIO PARA LOS ESTUDIANTES I.

Nosotros queremos seguir mejorando y desarrollando nuestro programa de ingles. Por favor responda a las siguientes preguntas y envie este cuestionario en el sobre.

1. ¿En su opinion, como estaba aprendiendo el inglés en nuestro programa?
   _____ muy bien
   _____ regular
   _____ no muy bien

2. ¿En su opinión, cómo estaban enseñando sus profesores?
   _____ muy bien
   _____ regular
   _____ no muy bien

3. ¿Qué problemas encontró en su clase?
   _____ El profesor hablabla demasiado español/francés.
   _____ El profesor usaba el libro demasiado.
   _____ La materia no me ayudó mucho.
   _____ El descanso (break) duró demasiado.
   _____ Otra razón. (Explique por favor.)

4. ¿Por qué dejó usted de venir?
   _____ Mi horario de trabajo no me permitía venir.
   _____ Obligaciones de familia.
   _____ En mi opinion, yo no estaba progresando.

5. ¿Asistió a las clases en otra escuela?
   _____ si
   _____ no

QUESTIONNAIRE POUR LES ETUDIANTS I.

Nous voulons continuer a ameliorer et developer notre programe d'anglais. Je vois prie, repondez aux questions suivants et retournez la forme dans l'envelope.

1. Donnez-nous votre opinion sur notre programe d'enseignement de l'anglais.
   _____ excellent
   _____ bon
   _____ passable
   _____ nul
2. Pensez-vous que les professeurs enseigment bien?
   _____ oui
   _____ non
3. Quels problèmes voyez-vous dans la salle de classe?
   _____ Le professeur parle trop creole/français.
   _____ Le professeur utilise trop le livre.
   _____ Les lecons presentées ne sont pas au ni'veau de mes besoins.
   _____ Autre chose (Expliquer sur verso.)
4. Pourquoi avez-vous laisse l'école?
   _____ A cause de mes heures de travail
   _____ Obligations de famille
   _____ Je ne faisais aucun progres a l'école.
5. Allez-vous dans une autre école maintenant?
   _____ oui
   _____ non

APPENDIX C

QUESTIONS ASKED DURING TEACHER INTERVIEW

1. Do you like teaching your ESOL class?
2. Do you think students are getting everything they need from the texts used at this center?
3. What is the biggest problem in your classroom?
4. If you had them, would you use activities that stress each student's competencies?
5. If you were shown some examples, would you try to develop some activities of your own and share them with other ESOL teachers?

APPENDIX D

INTERMEDIATE ESOL ENTRANCE TEST

QUESTION NUMBERS	SKILL TESTED
1--10	Be--present tense
11--20	Pronoun substitution--singular/plural
21--25	Be--question words
26--30	Be--contractions
31--35	Be--negation
36--45	Possessive adjectives
46--50	There is / There are
51--55	A / An
56--65	Present tense--third person
66--75	Question transformations
76--85	Questions with question words
86--100	Common irregular verb usage--past tense

ESOL SKILLS PLACEMENT TEST

DIRECTIONS: WRITE THE LETTER OF THE ANSWER THAT IS CORRECT.

1. The coffee ___ in the cup.
   A. am B. is C. are

2. I ___ thirsty now.
   A. am B. is C. are

3. The magazines ___ behind the table.
   A. am B. is C. are

4. The hamburgers ___ good to eat.
   A. am B. is C. are

5. I ___ happy to see you.
   A. am B. is C. are

6. The glasses ___ in the kitchen.
   A. am B. is C. are

7. My house ___ near the school.
   A. am B. is C. are

8. His house ___ in front of mine.
   A. am B. is C. are

9. I ___ cool in this room.
   A. am B. is C. are

10. The United States ___ a big country.
    A. am B. is C. are

11. They are cashiers. (She)
    A. She is a cashier.
    B. She are cashiers.
    C. She is cashiers.

12. It is a bus. (They)
    A. They are a buses.
    B. They is buses.
    C. They are buses.

13. They are typists. (I)
    A. I am a typist.
    B. I am typists.
    C. I are a typist.

14. She is from Japan. (We)
    A. We are from Japans.
    B. We is from Japan.
    C. We are from Japan.

15. It is a nice drugstore. (They)
    A. They are a nice drugstore.
    B. They are nice drugstores.
    C. They is a nice drugstores.

16. It is a big apartment. (They)
    A. They are a big apartments.
    B. They is big apartments.
    C. They are big apartments.

17. I am an editor. (We)
    A. We are an editors.
    B. We are editors.
    C. We am editors.

18. They are friends. (He)
    A. He is a friend.
    B. He is friend.
    C. He are friends.

19. We are travel agents. (I)
    A. I am a travel agent.
    B. I am travel agent.
    C. I are a travel agent.

20. It is a ruler. (They)
    A. They are a rulers.
    B. They are ruler.
    C. They are rulers.

21. The magazine is interesting. (What)
    A. What the magazine is interesting?
    B. What is interesting?
    C. What interesting is?

22. The businessman is thirsty. (Who)
    A. Who the businessman is thirsty?
    B. Who is thirsty?
    C. Who thirsty is?

23. Mary is a painter. (What)
    A. What is Mary?
    B. What Mary is?
    C. What a painter is?

24. Jamie and Laura are farmers. (What)
    A. What are Jamie and Laura?
    B. What Jamie and Laura are?
    C. What farmers are?

25. Rose is a waitress. (Who)
    A. Who Rose is a waitress?
    B. Who Rose is?
    C. Who is a waitress?

26. He + is =
    A. Heis B. H'is C. He's

27. We + are =
    A. W'ere B. Were C. We're

28. They + are =
    A. They're B. The'are C. Theyr'e

29. I + am =
    A. Im B. I'm C. I'am

30. It + is =
    A. Its' B. It's C. It'is

31. It is a newspaper. (Not)
    A. It is not a newspaper.
    B. It no is a newspaper.
    C. It not is a newspaper.

32. Mike Hunt is hot.
    A. Mike Hunt no is hot.
    B. Mike Hunt not is hot.
    C. Mike Hunt is not hot.

33. They are Spanish. (Not)
    A. They are not Spanish.
    B. They no are Spanish.
    C. They not are Spanish.

34. I am a mechanic. (Not)
    A. I no am a mechanic.
    B. I am not a mechanic.
    C. I not am a mechanic.

35. We are editors. (Not)
    A. We no are editors.
    B. We not are editors.
    C. We are not editors.

DIRECTIONS: QUESTIONS 36--40 SELECT THE POSSESSIVE ADJECTIVE THAT REFERS TO THE UNDERLINED SUBJECT.

36. Susan is an editor. ____ office is near here.
    A. Their B. Her C. Your

37. I am a businessman. ____ pen is underneath the book.
    A. Our B. My C. His

38. I and Mr. Kline are professors.____ books are in the library.
    A. Her B. My C. Our

39. You are a doctor. ___ desk is very big.
    A. Your B. His C. Their

40. Kathy and Mary are typists. ___ pens are in the car.
    A. Her B. Their C. Our

41. _____ milk in the glass.
    A. There is
    B. There are

42. _____ two beds in the room.
    A. There is
    B. There are

43. _____ three cups of coffee on the desk.
    A. There is
    B. There are

44. _____ a key in the door.
    A. There is
    B. There are

45. _____ meat in the supermarket.
    A. There is
    B. There are

46. There's a hamburger on the plate. (6)
    A. There's six hamburgers on the plate.
    B. There are six a hamburgers on the plate.
    c. There are six hamburgers on the plate.

47. There's a sandwich on the table. (2)
    A. There are two sandwiches on the table.
    B. There's two sandwiches on the table.
    C. There are two a sandwiches on the table.

48. There's a flower in the pot. (10)
    A. There's ten flowers in the pot.
    B. There are ten flowers in the pot.
    C. There are ten a flowers in the pot.

49. There's a purse near the door. (2)
    A. There's two purses near the door.
    B. There are two a purses near the door.
    C. There are two purses near the door.

50. There's an envelope in the desk. (7)
    A. There are seven envelopes in the desk.
    B. There's seven envelopes in the desk.
    C. There are seven an envelopes in the desk.

51. There's ____ office near here.
    A. a
    B. an

52. There's ____ happy girl in school.
    A. a
    B. an

53. There's ____ apartment for rent.
    A. a
    B. an

54. There's ____ clock on the wall.
    A. a
    B. an

55. There's ____ high school in this city.
    A. a
    B. an

56. Mike _____ a big breakfast.
    A. eat
    B. eats

57. School ____ at seven o'clock.
    A. begin
    B. begins

58. The girls ____ by ten o'clock every day.
    A. leave
    B. leaves

59. We ____ our hands before supper.
    A. wash
    B. washes

60. You ____ to church every Sunday.
    A. walk
    B. walks

61. I ____ up early every morning.
    A. get
    B. gets

62. She ____ to work on time.
    A. arrive
    B. arrives

63. He ____ in the morning.
    A. dress
    B. dresses

64. They ____ the bus to work.
    A. take
    B. takes

65. She ____ her friend on the telephone.
    A. call
    B. calls

DIRECTIONS: QUESTIONS 66--75 change to questions.

66. He starts working early.
    A. Does he starts working early?
    B. Do he start working early?
    C. Does he start working early?

67. They read the newspaper.
    A. Does they read the newspaper?
    B. Do they read the newspaper?
    C. Do they reads the newspaper?

68. The drugstore opens at seven o'clock.
    A. Do the drugstore open at seven o'clock?
    B. Does the drugstore opens at seven o'clock?
    C. Does the drugstore open at seven o'clock?

69. We like to eat hamburgers.
    A. Do we like to eat hamburgers?
    B. Do we likes to eat hamburgers?
    C. Does we like to eat hamburgers?

70. Sue understands Spanish.
    A. Does Sue understands Spanish?
    B. Does Sue understand Spanish?
    C. Do Sue understand Spanish?

71. We write letters every week.
    A. Does we write letters every week?
    B. Do we write letters every week?
    C. Does we writes letters every week?

72. The teacher asks a lot of questions.
    A. Does the teacher ask a lot of questions?
    B. Does the teacher asks a lot of questions?
    C. Do the teacher asks a lot of questions?

73. The United States has many people.
    A. Does the United States have many people?
    B. Does the United States has many people?
    C. Do the United States has many people?

74. You live alone.
    A. Does you live alone?
    B. Do you live alone?
    C. Do you lives alone?

75. They open mail in the post office.
    A. Does they open mail in the post office?
    B. Do they opens mail in the post office?
    C. Do they open mail in the post office?

DIRECTIONS: QUESTIONS 76--85 CHANGE TO QUESTIONS WITH QUESTION WORDS.

83. We walk to church. (Where)
    A. Where we walk to church?
    B. Where do we walk?
    C. Where does we walk?

84. A hand has five fingers. (How many)
    A. How many fingers a hand has?
    B. How many a hand has five fingers?
    C. How many fingers does a hand have?

85. The class has 30 students. (How many)
    A. How many the class has?
    B. How many students do the class have?
    C. How many students does the class have?

DIRECTIONS: QUESTIONS 86--100 CHANGE TO SENTENCES IN THE PAST TENSE.

86. The teacher gives a lot of homework.
    A. The teacher give a lot of homework.
    B. The teacher given a lot of homework.
    C. The teacher gave a lot of homework.

87. The movie begins at 8:00.
    A. The movie beginned at 8:00.
    B. The movie began at 8:00.
    C. The movie begun at 8:00.

88. I have two watches.
    A. I haved two watches.
    B. I had two watches.
    C. I haven two watches.

89. We come to school in the evening.
    A. We comed to school in the evening.
    B. We cime to school in the evening.
    C. We came to school in the evening.

76. Frank drives to work. (Where)
    A. Where Frank drives to work?
    B. Where do Frank drive to work?
    C. Where does Frank drive?

77. Fran has five brothers. (How many)
    A. How many brothers does Fran have?
    B. How many Fran has five brothers?
    C. How many Fran has brothers?

78. We leave for school at six o'clock. (What time)
    A. What time we leave for school?
    B. What time does we leave for school?
    C. What time do we leave for school?

79. The car has four doors. (How many)
    A. How many the car has four doors?
    B. How many doors the car has?
    C. How many doors does the car have?

80. She gets up at five o'clock. (What time)
    A. What time does she get up?
    B. What time she gets up?
    C. What time does she gets up?

81. They start working at nine o'clock. (What time)
    A. What time does they start working?
    B. What time do they start working?
    C. What time they start working?

82. She attends class at Fort Lauderdale High School. (Where)
    A. Where does she attends class?
    B. Where she attends class?
    C. Where does she attend class?

90. The plane leaves at 7:30.
    A. The plane leaved at 7:30.
    B. The plane leaf at 7:30.
    C. The plane left at 7:30.

91. We do our homework.
    A. We doed our homework.
    B. We done our homework.
    C. We did our homework.

92. I read the newspaper.
    A. I read the newspaper.
    B. I readed the newspaper.
    C. I rid the newspaper.

93. He drives home from work.
    A. He drove home from work.
    B. He drived home from work.
    C. He driven home from work.

94. They say it will rain.
    A. They said it will rain.
    B. They sayed it will rain.
    C. They says it will rain.

95. She eats a lot of candy.
    A. She eated a lot of candy.
    B. She ate a lot of candy.
    C. She eaten a lot of candy.

96. We see the new car.
    A. We seed the new car.
    B. We saw the new car.
    C. We seen the new car.

97. It gets hot in the summer.
    A. It got hot in the summer.
    B. It getted hot in the summer.
    C. It gotten hot in the summer.

98. We take the bus to work.
    A. We taked the bus to work.
    B. We taken the bus to work.
    C. We took the bus to work.

99. You write long letters.
    A. You wrote long letters.
    B. You writed long letters.
    C. You written long letters.

100. She goes to the beach.
    A. She goed to the beach.
    B. She went to the beach.
    C. She gone to the beach.

APPENDIX E

PRE-TEST/POST-TEST I

PRESENT CONTINUOUS TENSE

DIRECTIONS: WRITE THE LETTER OF THE ANSWER THAT IS CORRECT.

1. It is cold and it _____ now.
   A. are rain B. is rain C. is raining D. are rained

2. Tonight Jane _____ jeans and a blouse.
   A. be wearing B. wears C. are wearing D. is wearing

3. Please don't talk. I ___ right now.
   A. am studying B. am studiing C. study D. is studying

4. I _____ sitting in class.
   A. be B. am C. are D. is

5. They _____ playing soccer.
   A. is B. are C. be D. am

6. You _____ doing a good job.
   A. is B. are C. be D. am

7. Right now I _____ English at night.
   A. study B. studies C. studied D. am studying

8. She _____ a letter to her mother at the momenet.
   A. write B. writes C. is writing D. will write

DIRECTIONS: READ THE STATEMENTS AND CHOOSE THE LETTER OF THE CORRECT QUESTION FORM.

9. She's dressing now.
   A. She is dressing now?
   B. She dressing now?
   C. Is she dressing now?
   D. Does she dressing now?

10. The typists are having lunch now.
   A. Are the typists have lunch now?
   B. Are the typists having lunch now?
   C. The typists have lunch now?
   D. Do the typists having lunch now?

PRE-TEST/POST-TEST II

FUTURE WITH " . . . TO BE GOING TO . . ."

DIRECTIONS: SELECT THE LETTER OF THE ANSWER WHICH BEST COMPLETES EACH SENTENCE.

1. She _____ (clean) her house next Saturday.
   A. is cleaning B. is going to clean C. going to clean

2. They _____ (watch) the movie tonight.
   A. are going to watch B. going to watch C. is going to watch.

3. You _____ (register) for English class next term.
   A. is going to register B. going to register
   C. are going to register

DIRECTIONS: WRITE THE LETTER OF THE CORRECT QUESTION FORM.

4. It's going to be sunny tomorrow.
   A. Is going to be sunny tomorrow?
   B. Is it going to be sunny tomorrow?
   C. It going to be sunny tomorrow?

5. He is going to buy a new car.
   A. He is going to buy a new car?
   B. Is going to buy a new car?
   C. Is he going to buy a new car?

6. It is going to be hot.
   A. It going to be hot?
   B. Is it going to be hot?
   C. Is it go to be hot?

DIRECTIONS: WRITE THE LETTER OF THE CORRECT NEGATIVE FORM.

7. Maria is going to work there.
   A. Maria no going to work there.
   B. Maria is no going to work there.
   C. Maria is not going to work there.

8. John and Pete are going to talk to their boss.
   A. John and Pete are not going to talk to their boss.
   B. John and Pete no going to talk to their boss.
   C. John and Pete no be going to talk to their boss.

9. I am going to go to Miami.
   A. I am not going to go to Miami.
   B. I not going to go to Miami.
   C. I am no going to go to Miami.

10. They are going to move to Boston.
   A. They no are going to move to Boston.
   B. They are no going to move to Boston.
   C. They are not going to move to Boston.

PRE-TEST/POST-TEST III

DO/DOES--PRESENT TENSE

DIRECTIONS: WRITE THE LETTER OF THE WORD THAT CORRECTLY COMPLETES THE QUESTION.

1. _____ he work in an office?

   A. DO B. DOES

2. _____ John and Mary own a house?

   A. DO B. DOES

3. _____ Cynthia own a house?

   A. DO B. DOES

DIRECTIONS: READ THE STATEMENTS AND WRITE THE LETTER OF THE CORRECT QUESTION FORM.

4. Mr. and Mrs. Jones both enjoy swimming.

   A. Mr. and Mrs. Jones both enjoy swimming?

   B. Does Mr. and Mrs. Jones both enjoy swimming?

   C. Do Mr. and Mrs. Jones both enjoy swimming?

5. Bob goes to the beach on Sundays.

   A. Do Bob goes to the beach on Sundays?

   B. Do Bob go to the beach on Sundays?

   C. Does Bob go to the beach on Sundays?

6. Class begins at 7:00 PM and ends at 9:45 PM.

   A. Does class begin at 7:00 PM and ends at 9:45 PM?

   B. Does class begin at 7:00 PM and end at 9:45 PM?

   C. Does class begins at 7:00 PM and ends at 9:45 PM?

7. They speak three languages.

   A. Do they speak three languages?

   B. Do speak they three languages?

   C. Does they speak three languages?

DIRECTIONS: CHOOSE THE LETTER OF THE CORRECT QUESTION FORM.

8. A. When we begin a new lesson?
   B. When do we begin a new lesson?

9. A. Does he speaks English?
   B. Does he speak English?

10. A. Where they stay?
    B. Where do they stay?

PRE-TEST/POST-TEST IV

ORDINAL NUMBERS

DIRECTIONS: WRITE THE LETTER OF THE CORRECT ORDINAL NUMBER.

1. December is the _____ month of the year.
   A. twelve B. twelfth C. twelveth D. last

2. January is the _____ month of the year.
   A. one B. first C. beginning D. end

3. April is the _____ month.
   A. fourth B. four C. forth D. best

4. Wednesday is the _____ day of the week.
   A. three B. third C. half D. middle

5. The _____ day is Thursday.
   A. five B. fifth C. fiveth D. second

6. Today's date is september _____.
   A. six B. sixth

7. I was born on May _____.
   A. tenth B. ten

8. I arrived in the U.S.A. on the _____ of March.
   A. eight B. eighth

9. The furniture is on the _____ floor.
   A. two b. second

10. Students leave for summer vacation at the end of the _____ month of school.
    A. ninth B. nine

PRE-TEST/POST-TEST V

QUESTIONS WITH QUESTION WORDS

DIRECTIONS: READ THE STATEMENT. THEN WRITE THE LETTER OF THE CORRECT QUESTION FORM.

1. I get up at seven o'clock. (What time)
   A. What time you get up?
   B. What time get up you?
   C. What time do you get up?

2. He comes to work by car. (How)
   A. How he come to work?
   B. How he comes to work?
   C. How does he come to work?

3. Maria studies English at Good High School. (Where)
   A. Where study Englih Maria?
   B. Where Maria studies English?
   C. Where does Maria study English?

DIRECTIONS: READ THE STATEMENT. WRITE THE LETTER OF THE QUESTION WORD YOU WULD USE WHEN MAKING A QUESTION TO REPLACE THE UNDERLINED WORD OR WORDS.

4. I study <u>accounting</u>.
   A. When B. Where C. What D. Why

5. The mailman delivers the mail <u>in the morning</u>.
   A. When B. Where C. Why D. How many

6. They have <u>a lot of</u> money.
   A. When B. Where C. How much D. How many

DIRECTIONS: READ THE SENTENCE. WRITE THE LETTER OF THE QUESTION YOU WOULD USE WHEN MAKING A QUESTION TO REPLACE THE UNDERLINED WORDS.

7. <u>Fifteen students</u> attend class every day.
   A. How many students attend class every day?
   B. How much students attend class every day?
   C. What do the students do every day?

8. Joseph opens the store <u>at eight o'clock</u>.
   A. What time does Joseph open the store?
   B. Who opens the store at eight o'clock?
   C. What does Joseph do at eight o'clock?

9. She visits her family <u>on weekends</u>.
   A. What does she visit?
   B. When does she visit her family?
   C. Who visits her family?

10. She studies <u>computer programming</u>.
   A. Who studies computer programming?
   B. What does she study?
   C. What does she do?

PRE-TEST/POST-TEST VI

BE:PRESENT AND PAST TENSE

DIRECTIONS: SELECT THE CORRECT VERB.

1. Dick _____ in Miami yesterday.
   A. be B. is C. was

2. Tom and Mark _____ at school right now.
   A. is B. are C. were

3. It _____ hot today.
   A. is B. be C. were

4. Jane and I _____ good friends.
   A. is B. was C. are

5. Teresa and you ___ in Spain last summer.
   A. are B. were C. was

DIRECTIONS: SELECT THE CORRECT QUESTION FORM.

6. There is a store around the corner.
   A. A store is around the corner?
   B. Is there a store around the corner?
   C. Is a store there around the corner?

7. You and John were absent yesterday.
   A. Were you and John absent yesterday?
   B. Were you absent yesterday?
   C. Were absent you and John yesterday?

DIRECTIONS: SELECT THE CORRECT NEGATIVE FORM.

8. There was enough air in the tire.
   A. There no was enough air in the tire.
   B. There wasn't enough air in the tire.
   C. There no be enough air in the tire.

9. She is here right now.
   A. She isn't here right now.
   B. She no is here right now.
   C. She is no here right now.

10. I am a student.
   A. I am no a student.
   B. I'm not a student.
   C. I'm no a student.

PRE-TEST/POST-TEST VII

FUTURE TENSE WITH WILL

DIRECTIONS: SELECT THE CORRECT VERB TENSE.

1. It _____ (rain) tomorrow.
   A. Is raining B. will rain C. rains

2. We _____ (have) an exam next Tuesay.
   A. will have B. had C. has

DIRECTIONS: SELECT THE CORRECT CONTRACTION.

3. I will go to Canada.
   A. I'l go to Canada.
   B. I'll go to Canada.
   C. I'ill go to Canada.

4. It will rain this afternoon.
   A. It'ill rain this afternoon.
   B. It'l rain this afternoon.
   C. It'll rain this afternoon.

DIRECTIONS: SELECT THE CORRECT QUESTION FORM.

5. Mr. Jones will come tomorrow.
   A. Will come Mr. Jones tomorrow?
   B. Will Mr. Jones come tomorrow?
   C. Mr. Jones will comes tomorrow?

6. That will make Peter happy.
   A. Will that make Peter happy?
   B. Will make Peter happy?
   C. Will Peter make happy?

DIRECTIONS: SELECT THE CORRECT NEGATIVE FORM.

7. I'll put air in the tires.
   A. I no put air in the tires.
   B. I won't put air in the tires.
   C. I no will put air in the tires.

8. They'll stay home tomorrow.
   A. They will not stay home tomorrow.
   B. They will no stay home tomorrow.
   C. They no will stay home tomorrow.

9. You and Joseph will forget the lesson.
   A. You and Joseph no will forget the lesson.
   B. You and Joseph no will not forget the lesson.
   C. You and Joseph won't forget the lesson.

10. He'll be out of town for three days.
   A. He no be out of town for three days.
   B. He will not be out of town for three days.
   C. He no will be out of town for three days.

PRE-TEST/POST-TEST VIII

MODALS: CAN, MAY, MUST, SHOULD

DIRECTIONS: SELECT THE MODAL WHICH WILL EXPRESS THE IDEA INDICATED.

1. He _____ speak three languages. (ability)
   A. must B. should C. can D. may

2. I _____ go home early. (possibility)
   A. must B. should C. can D. may

3. You _____ wear something warm. (advisability)
   A. must B. should C. can D. may

4. I _____ pay this bill by tomorrow. (necessity)
   A. must B. should C. can D. may

5. You _____ go home early. (giving permission)
   A. must B. should C. can D. may

DIRECTIONS: SELECT THE CORRECT NEGATIVE FORM OF THE MODAL.

6. Angela can speak Englíish well.
   A. can not B. cannot C. no can

7. You should speak Spanish in class.
   A. no should B. shouldn't C. should'nt

8. You must smoke in the building.
   A. must not B. no must C. must'nt

DIRECTIONS: SELECT THE CORRECT QUESTION FORM.

9. Bill should see his doctor right away.
   A. Should see Bill his doctor right away?
   B. Should Bill see his doctor right away?
   C. Bill should he see his doctor right away?

10. They must leave today.
   A. Must they leave today?
   B. Must leave they today?
   C. Must today leave they?

PRE-TEST/POST-TEST IX

COMPARATIVE OF ADJECTIVES AND NOUNS

DIRECTIONS: CHOOSE THE LETTER OF THE ANSWER WHICH BEST COMPLETES EACH SENTENCE.

1. A plane is _____ than a car.

   A. faster B. more fast

2. A car is _____ than a bicycle.

   A. expensive B. more expensive

3. A plane is the _____ means of transportation that people can use.

   A. most fast B. fastest

4. A diamond is one of the _____ precious stones you can buy.

   A. expensivest B. most expensive

5. This hamburger is _____ than the one we had last week.

   A. gooder B. more good C. better

6. The used car I now have is _____ than the one I had last year.

   A. worse B. more bad C. badder

7. This is the _____ movie I have ever seen.

   A. most bad B. worse C. worst

8. A mile is _____ a foot.

   A. longer than B. as long as

9. There are more pennies in a quarter _____ there are in a dime.

   A. as B. than

10. This shirt is _____ expensive _____ yours because both cost twenty dollars.

    A. more . . . than B. as . . . as

APPENDIX F

IDEAS FOR INTERVIEW QUESTIONS

(SKILL: . . . to be going to . . .)

1. What kind of job are you going to get?
2. What type of person are you going to marry?
3. What are you going to do for Thanksgiving this year? What are you going to cook?
4. What are you going to do for Christmas? Where are you going to go?
5. Whom are you going to visit this weekend?
6. Where are you going to have dinner next Sunday?
7. How much money are you going to spend at the grocery store next week?
8. How much milk are you going to buy next week?
9. How much gas do you think you are going to need next week?
10. Are you going to have coffee at breakfast tomorrow morning?
11. Are you going to apply for your permanent resident card?
12. Are you going to drive your present car for much longer?
13. Are you going to attend this calss next term?
14. What bills are you going to pay next month?
15. What are you going to be doing two years from now?

APPENDIX G

USING QUESTION WORDS

DIRECTIONS: REWRITE THE FOLLOWING AS QUESTIONS USING THE QUESTION WORDS HOW, WHAT, WHEN, WHERE, AND WHY.

1. Mary promised to help Helen.
2. Joseph learned Spanish at school.
3. John had eaten the apple because his mother had given it it to him.
4. Miss Coleman visited Paris alone.
5. I have written two letters on the typewriter.
6. The baby has finally walked by himself.
7. Bill had drunk a glass of milk before lunch.
8. The air traffic engineers fixed the plane.
9. Chris and Fedora went to the beach because they wanted to swim.
10. My grandmother has come to visit us by train.

USING QUESTION WORDS

DIRECTIONS: CHANGE TO QUESTIONS USING QUESTION WORDS. EACH QUESTION WILL END WITH A PREPOSITION.

1. He asked her about her daughter. (What)
2. John put the hoe in the shed. (Where)
3. He comes from Toledo, Spain. (Where)
4. She is pointing to the building up on top of the hill. (What building)
5. We ate in Howard Johnsons Restaurant. (Which restaurant)
6. Jeff must have put the biscuits in the drawer. (Where)
7. Alice should have come in through the door. (Where)
8. They are looking up Robert's telephone number. (Whose telephone number)
9. Carol is looking for a job as a mechanic. (What kind of job)
10. Dave wants to talk with Joe. (Whom)
11. They could have wrung out their clothes in the Mississippi River. (Which river)
12. She is looking for the book that she lost in the library on Tuesday. (What)

APPENDIX H

RESULTS OF THE WEEKLY PRE/POST TESTS

WEEK NUMBER	SKILL	PRETEST		POST-TEST	
		PERCENTAGE CORRECT			
		III A	III B	III A	III B
1	PRESENT CONTINUOUS TENSE	28	38	84	44
2	"GOING TO . . . FUTURE	35	27	90	51
3	QUESTIONS WITH "DO" AND "DOES"	21	24	65	36
4	ORDINAL NUMBERS	31	29	95	72
5	QUESTIONS WITH QUESTION WORDS	5	7	70	35
6	"BE"--PRESENT AND PAST TENSE	20	36	87	53
7	FUTURE TENSE WITH "WILL"	22	25	92	67
8	MODALS	17	12	81	44
9	COMPARISON OF ADJECTIVES AND NOUNS	10	18	88	52
TOTAL AVERAGE FOR NINE WEEK PERIOD		21%	24%	83.5%	50.4%

PERCENTAGE OF IMPROVEMENT BETWEEN EXPERIMENTAL GROUP III A AND CONTROL GROUP III B 33.1%